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IV

14

UNDERGRADUATE HONORS PROGRAMS

at

The University of Illinois

Information for Students, Advisers, and Counselors

JANUARY 1960

Assembled by:

University Director of Honors Programs
University of Illinois
1205 West Oregon Street - 2nd Floor
Urbana, Illinois

Phone - EMpire 7-6611
Ext. 3989

ED000432

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I. The Purpose and Scope of Honors Programs

All over the United States there has been an increasing emphasis on undergraduate honors programs dating roughly from the end of World War II. The general aim of all these programs is to offer able and industrious students opportunities for developing their superior academic talents to the fullest. In some high schools, good students are able to take advanced courses and, by passing advanced placement examinations, to obtain college credit for their work. In the universities, undergraduate honors programs are usually characterized by one or more features for encouraging superior students: high standards for admission into a program; special advisory systems; special honors courses and sections of courses; recognition that superior students are often capable of a great deal of independent study; encouragement of good students to do creative work while they are still undergraduates; and finally, the assumption that a majority of students in honors programs will go on to graduate or advanced professional training.

Although acceleration may be one aspect of honors program, enrichment is much more important. It should move in two directions. First, students should obtain a solid intensive training in major subjects, and second, they should also obtain a broad, general education that challenges them to their best performance.

Most of the expansion and experimentation with university honors programs has been in liberal arts colleges. However, superior students in professional schools also deserve special educational opportunities, especially if they are interested in a future career of teaching or research, either exclusively or combined with a professional practice. At Illinois one kind of approach to honors programs for professional curricula has been established, for example in engineering and in law, a combined program leading simultaneously to a professional degree and a liberal arts degree. The professional training is

school performance, performance in college, and general aptitude for academic studies. They may enroll in any undergraduate field of study offered by the University.

The arrangements for honors work in the various divisions of the University are different in detail, but not in principle, so they will be described separately below for the Chicago Undergraduate Division, for the Chicago Professional Colleges, and for the Urbana Campus.

1. The Chicago Undergraduate Division (Navy Pier)

In the future, the Chicago Undergraduate Division will expand into a four-year college and will grant degrees. At present (1960) it is still a two-year college. Students who participate in the honors programs at the Chicago Undergraduate Division may transfer to the other branches of the University of Illinois and continue in those honors programs. Honors programs are available in Commerce and Business Administration; Engineering; Fine and Applied Arts; Liberal Arts and Sciences. Honors programs are not restricted as to curriculum.

Placement examinations are given at the beginning of each semester in biology, chemistry, foreign languages (French, German, Spanish), mathematics, and rhetoric. The results are used to start students in one of two sequences in biology, at one of three levels in mathematics, and at one of four levels in rhetoric. The students with superior training may then have quite a different program from that of the average student, but his placement is individual as to subject.

Edmund J. James Scholars (see below) in all colleges are assigned to permanent advisors. All colleges have special advisors at registration time; some of the special curricula have advisors to whom students are referred at any time; some of the colleges have permanent advisors to whom individual students are assigned. Final responsibility for academic advisement rests always in the student's college; consequently a large amount of advisement is done in the college offices.

The honors program at the Chicago Undergraduate Division thus offers three real advantages to superior students. First, those admitted into honors programs

have careful individual advisement. Second, they may enroll in some courses or sections reserved for superior students. Finally, flexible curricular arrangements are available so that superior students can move ahead in a manner consistent with their particular interests and abilities.

For information on admission and on programs for superior students at the Chicago Undergraduate Division apply to:

The Associate Dean of Admissions and Records
Chicago Undergraduate Division
University of Illinois
Navy Pier
Chicago 11, Illinois

2. The Chicago Professional Colleges

The Chicago Professional Colleges include the Colleges of Medicine, Dentistry, Pharmacy, and Nursing, and the School of Occupational Therapy. Only three undergraduate degrees are granted--those in pharmacy, nursing, and occupational therapy--and these are professional in nature. Only pharmacy admits students directly from high school. The best students in pharmacy are designated as an honors group, and they have the opportunity for more individual work than do the non-honors students. In the professional curricula leading to professional degrees, honors work can take the form of working toward a graduate degree at the same time as work goes on toward the professional degree. Thus, an ambitious student can obtain a broad education with emphasis on future teaching and research while preparing himself specifically for a profession.

3. The Urbana Campus

The major educational divisions on the Urbana Campus of the University of Illinois are the Colleges of Agriculture, Commerce and Business Administration, Education, Engineering, Fine and Applied Arts, Journalism and Communications, Law, Liberal Arts and Sciences, Physical Education, and Veterinary Medicine; and the Institute of Aviation, the Library School, and the School of Social Work.

In most of these, the honors programs are under the general supervision of a faculty honors council or committee. The actual honors programs are arranged by

the individual departments, and because of the diversity of major interests, honors work takes different forms in different departments in different colleges. A brief description of the most general features of these honors programs follows.

College of Agriculture. The departments in this college include: Agricultural Economics; Agricultural Engineering; Agronomy; Animal Science; Dairy Science; Food Technology; Forestry; Home Economics; Horticulture; and Plant Pathology.

Beginning students in agriculture take courses offered mainly in the College of Liberal Arts and Sciences. Honors students in agriculture, therefore, may expect, if qualified, to enroll in honors sections in those courses.

Of the many curricula in agriculture, one in particular is of interest to students who intend to go on in graduate study. This is the curriculum in Agricultural Science. The emphasis in general is on students who plan to do graduate study in agricultural fields or for those who wish to engage in technical work requiring science, mathematics, or engineering beyond that of the general agricultural curriculum. A high standard of academic work is expected and there are three options. The first is general preparation for graduate study, the second emphasizes preparation for graduate study in agricultural economics, law, and sociology, and the third is a five-year program leading to combined training in agricultural science and agricultural engineering.

The Honors Program in Agriculture and Home Economics is open to superior students by invitation; it is an all-college program. There are, or will be, honors seminars for freshmen, sophomores, juniors, and seniors. In addition, there are individual departmental honors programs.

College of Commerce and Business Administration. Within this college there are seven departments: Accountancy, Business Education, Business Law, Economics, Finance, Management, and Marketing.

The college honors programs are taught within the departments, but there is also an all-college honors committee which helps coordinate honors study in all departments. Special sections and special courses have been organized for superior students, and considerable emphasis is placed on interdisciplinary study.

The stated policy of the College is to encourage students to secure as liberal an education as possible to avoid the narrowing effects of overspecialization. Honors students will be encouraged to take graduate work. The honors program aims at fostering originality in thinking, at deepening understanding through specialized inquiry and instruction, and at broadening the perspectives of undergraduate students whether they go into business or go on to graduate work.

College of Education. This college prepares students for careers in teaching, educational research, special educational services, and administration. Candidates for baccalaureate degrees take certain required courses and elect others in the college. They prepare themselves further for their chosen teaching fields by concentrating in groups of subjects in other colleges or schools in the University. For those who wish to concentrate in the fields of elementary education, education of deaf or hard-of-hearing children, education of mentally handicapped children, or industrial education, specialized curricula are provided. In the fields of other teaching subjects, appropriate sequences of courses are arranged for individual students by advisers. Students who are preparing for high school teaching must take certain required courses in education. In addition, they must specialize in two or three subject matter fields. These include: art; biology; chemistry; civics; commercial subjects; economics; English; French; general science; geography and geology; German; history; home economics; industrial arts; journalism; Latin; library science; mathematics; music; physical education for men; physical education for women; physics; Spanish; and speech.

Superior students in education may, if qualified, participate in honors courses and programs in subject matter fields. Thus breadth and depth can be added to their training. It is also true that there is a steady increase in the high schools in the number and variety of advanced placement and college level courses. Thus there is an increased demand on high school teachers to work with superior high school students who are taking such courses. Therefore, honors programs for those now in teachers' training are of considerable importance.

College of Engineering. This college includes the Departments of Aeronautical Engineering, Ceramic Engineering, Civil Engineering, Electrical Engineering, General Engineering, Mechanical Engineering, Mining and Metallurgical Engineering, Physics, and Theoretical and Applied Mechanics, each with appropriate curricula.

Work in chemical engineering is administered by the College of Liberal Arts and Sciences. The curriculum in agricultural engineering is administered jointly by the Colleges of Agriculture and Engineering.

A college honors program has been established, which will cover all four years. The teaching is in the hands of the individual departments, but a College of Engineering Honors Council coordinates and studies matters of general policy. Students are admitted to this program on the basis of high promise and proved performance.

Of special interest to honors students is the combined Engineering-Liberal Arts and Sciences program, which was inaugurated in 1958. Its purpose is to provide engineering students with a broader background in liberal arts than is possible in any ordinary four-year engineering curriculum. Graduates from this program will be well qualified for responsible positions in industry, business, or government which require a thorough technical training together with a well-rounded general education. Each student in this program has an adviser in both colleges. Upon completion of the program, the student receives a bachelor's degree in some branch of engineering, and also a degree in Liberal Arts and Sciences. For students interested in advanced professional or graduate study, and especially for those interested in an academic career of research and teaching, this program provides an excellent background.

College of Fine and Applied Arts. This college is composed of the departments of Architecture; Art; City Planning and Landscape Architecture; and the School of Music. In each curriculum the students take professional courses. In addition they are required to take certain basic and cultural courses, and are permitted to elect other courses according to individual interests. Excellent facilities exist in all branches of fine and applied arts.

Honors work in this college emphasizes excellence in a professional speciality plus breadth and depth in the general education of the student. By its very nature instruction in the fine and applied arts tends to be individual and personal, and the student himself is expected to do a great deal of individual creative work. Thus, two of the important features of honors programs already exist in the professional curricula. In addition, qualified students in fine and applied arts may participate in honors sections and courses in their basic and cultural subjects.

College of Journalism and Communications. The departments in this college are: Advertising; Journalism; and Radio and Television. The various curricula are open to juniors and seniors who have completed two years of college with grades above average. Superior students may be well advised to participate as freshmen and sophomores in the honors programs in the College of Liberal Arts and Sciences, and as juniors and seniors in interdisciplinary honors courses in their own and other fields. In addition, students in this college are encouraged to obtain training in some other subject matter area, especially the social sciences or humanities.

College of Law. Two alternative programs of prelegal college preparation are available to the student, and so pre-law students are urged to plan their whole program with great care. The first alternative is to obtain a baccalaureate degree before entering legal training. This alternative has the advantage of permitting a student to enjoy the cultural opportunity of a four-year liberal education or to obtain proficiency in some vocational field which may be of use later in the practice of law. The second alternative is to enter the College of Law with senior standing after three years of prelegal study. If the student is in a college which permits him to count the first year of legal study toward an undergraduate degree in arts or science, he can then receive that degree while enrolled in the College of Law. At Illinois, this arrangement is permitted by the College of Liberal Arts and Sciences, the College of Commerce and Business Administration, and the College of Agriculture.

The College of Law encourages able and ambitious pre-legal students to participate in undergraduate honors programs, for cultural reasons as well as professional. In addition, and because of the length of time required for a good legal training, the College of Law looks with favor upon undergraduate acceleration by superior students. Such students are urged to take full advantage of advanced placement examinations, proficiency examinations, and summer sessions.

College of Liberal Arts and Sciences. The twenty four departments of this college may be grouped by division as follows:

Humanities--classics, English, French, German, philosophy, Russian, Spanish and Italian, and speech.

Life Sciences--botany, entomology, microbiology, physiology, and zoology.

Physical Sciences--astronomy, chemistry and chemical engineering, geology, and mathematics.

Social Sciences--anthropology, geography, history, philosophy, political science, psychology, and sociology.

Students also may take majors in certain subjects whose departments are outside the College of Liberal Arts and Sciences. Such majors include: economics or finance (College of Commerce and Business Administration); history of art, or music (College of Fine and Applied Arts); home economics (College of Agriculture); and physics (College of Engineering). Interdepartmental curricula include those in American Civilization, Latin-American Studies, Medieval Civilization, and Russian Studies. Preprofessional curricula have been established for nursing, occupational therapy, dentistry, medicine, and veterinary medicine.

Teacher education curricula are administered jointly by the College of Education and the College of Liberal Arts and Sciences. Such curricula exist for biology, chemistry, physical science, English, French, geography, German, Latin, mathematics, physics, social studies, Spanish, speech, and speech correction work.

There are opportunities for undergraduate honors work in virtually all departments and all curricula recognized by the College of Liberal Arts and Sciences. General policy and coordination of honors programs has been delegated to the College Honors Council. The individual departments make the decision on whom to admit to major honors programs. Each honors student is assigned to an appropriate adviser. Incoming freshmen may take placement examinations in chemistry, English, foreign languages, and mathematics, so that students may go into courses suited to their backgrounds and abilities.

The general purpose of honors work in the various departments of the College of Liberal Arts and Sciences is to give superior students an opportunity to take challenging advanced work when they are ready for it, and thus enable them to broaden and deepen their education more than is possible for the average undergraduate. At the same time an effort is made to train superior students early in individual creative work.

It is generally agreed that proportionately more superior students go on to graduate study than is the case with average students. Subsidiary aims of honors

work in Liberal Arts and Sciences, therefore, are to give able students a solid foundation for future graduate studies, to encourage them to consider a scholarly career, and to give them a competitive advantage in applying for financial aid to permit them to attend graduate schools either here or elsewhere.

Because students from the professional colleges, such as engineering and law, pursue some of their studies in the College of Liberal Arts and Science, those who are qualified can profit from the special curricular arrangements which are available. This is particularly true of students who wish to earn a degree in Liberal Arts and Sciences in addition to the professional degree.

There are so many disciplines represented in the College of Liberal Arts and Sciences that no common pattern can be described for major honors programs. Some departments require research and an undergraduate thesis; others require special courses and a comprehensive examination in the senior year. In mathematics, to take one specific example, the department offers special honors courses in analytic geometry, calculus and advanced calculus. These are open to mathematically talented students in any college, subject to a qualifying test, and are taught by the experienced teachers who are interested in honors work. The object of these courses is to cover the material in greater depth than is possible in usual classes. In addition to work normally covered in such courses, selected extra topics are introduced to enrich the course content and to develop the students' understanding of mathematical theory. In psychology a whole curriculum has been established, and only superior students may elect this program, and the expectation is that they will go on to graduate work.

The Graduate School of Library Science. Although this is a graduate professional school, a series of undergraduate courses in library science is offered by it through the College of Liberal Arts and Sciences and through the College of Education. These courses may be taken for a minor or as electives in either of those colleges. A sound, well-balanced intellectual background is needed in library work. In addition to a broad general education, a major in some subject area is needed. There is a special advisory system for undergraduates who intend to go on to graduate study in library science. They are encouraged to participate in departmental honors programs when eligible.

College of Physical Education. There are professional training curricula in physical education, in health education, and in recreation. Women students may also take a major in dance. Four curricula for teacher education are offered in the college: dance; health and safety education; physical education for men; and physical education for women. A special advisory system for superior students has been organized, and qualified men and women are encouraged to enroll in honors courses and sections in their liberal arts subjects.

College of Veterinary Medicine. This college trains students to study and treat the diseases of all kinds of animals. A sound background in the biological and physical sciences is required, and so two years of pre-veterinary instruction are required for admission to the professional curriculum. For these two years the student may register as a pre-veterinary student in the College of Liberal Arts and Sciences. Superior students are eligible for admission to honors courses and sections in subjects such as chemistry, mathematics, biology, and physics. In addition there are many opportunities for interested students to engage in research after admission to the professional curriculum.

B. The All-University Program for Edmund J. James Scholars.

Nature of the Program. This program, named after one of the University's distinguished presidents, will include all four undergraduate years by 1962. To the students who participate, it means an undergraduate program designed to match the capacity they have demonstrated to handle intellectual work better than the average student. To the whole student body and the general public it means an expression of the University's emphasis on the recognition and stimulation of intellectual merit in all fields of study. To the faculty it means a challenge to stimulate and enrich the best minds among their students. For the future it means an effort to conserve and improve the most precious of our natural resources--the brains and talents of our country.

Admission to the Program. Students must have good motivation to be in an honors program such as this one, and so they must themselves apply for admission. Seniors from Illinois high schools who stand in the upper 15 percent of the class are eligible. In addition, students who have already graduated from high school are eligible as entering freshmen, and some students are added in the freshman and sophomore years.

The final selection of James Scholars takes into consideration high school grades; performance in aptitude and achievement tests; other test scores, such as those in the Illinois State Scholarship tests; and the recommendations of high school principals and counsellors. For students already in residence at the University of Illinois, further considerations are the performance in college, and the statements of teachers and advisers.

The procedures for application and selection are slightly different at the three branches of the University. Depending on the branch which the student may attend, specific inquiries should be addressed as follows:

For questions on programs for superior students (Urbana campus):

The University Director of Honors Programs
1205 West Oregon Street - 2nd Fl.
University of Illinois
Urbana, Illinois

For questions on admissions, monetary awards, and programs for superior students (Chicago Undergraduate Division):

The Associate Dean of Admissions and Records
Chicago Undergraduate Division
University of Illinois
Navy Pier
Chicago 11, Illinois

For questions on programs for superior students (Chicago Professional Colleges):

Dr. A. J. Perkins
Chicago Professional Colleges
University of Illinois
833 S. Wood Street
Chicago 12, Illinois

The Substance of the Program for Edmund J. James Scholars. There is no restriction on major fields of study for James Scholars. At the time of selection they are requested to indicate the probable undergraduate major or at least the area of interest, and are

assigned to the appropriate college and departmental honors adviser. If their interests change, then they may shift to another major department or college. They may withdraw from the program at any time.

Curricular arrangements for James Scholars (and other honor students) include special sections in existing courses; special honors courses, as in mathematics and chemistry; and participation in interdisciplinary honors colloquia, as in agriculture. These are all aimed at general enrichment and broadening of the students' undergraduate career. Depth of training is the goal of the departmental major honors programs in departments across the campus. It is assumed that James Scholars as juniors and seniors will participate in such programs in their major departments.

The James Scholars are advised not to overload themselves with honors courses and sections. Rather, they and their advisers try to work out individual programs best suited to the interests and capacities of the various students. Usually they should enroll in honors courses or sections in subjects that interest them particularly or in which they are known to excel. It may be that in other subjects, they should take the regular course. However, every James Scholar should carry at least one honors course or section each semester.

Benefits to be Derived from the Program. Successful participation in the program for Edmund J. James Scholars will mean that the students have received an undergraduate education that is as broad and deep as the University of Illinois can provide. Also, during their undergraduate years they will obtain a sound background for later graduate or professional study.

Although no monetary award is presently given to James Scholars, many of them are eligible for one or more of the monetary awards offered by the State of Illinois or by the university. Consequently, students who need financial assistance should apply also for monetary scholarships.

C. Proficiency Examinations.

One way in which superior students may advance themselves is through participation in proficiency examinations. Each semester several departments give proficiency examinations, similar to the regular semester examinations, in courses normally open to freshmen and sophomores. Except in Rhetoric 101 and

102, the student must obtain the consent of the head of the department concerned. Proficiency examinations in more advanced undergraduate subjects are given on recommendation of the head of the department and approval of the dean of the college. No fee is charged for these examinations. A student who passes a proficiency examination is given credit toward graduation, provided that this does not duplicate credit counted for admission to the University and that the course is acceptable in his curriculum. The grade in the proficiency examination is "pass" or "not pass," but no student is given a grade of "pass" unless he has made at least "C" in the examination, and grades received on proficiency examination are not considered in computing averages.

Proficiency examinations are given under the following restrictions:

1. They may be taken only by persons who are in residence or are registered in a correspondence course, or who are candidates for degrees and need no more than ten semester hours to complete the requirements for their degrees;
2. They may not be taken by students who have received credit for more than one semester of work in the subject in advance of the course in which the examination is requested;
3. They may not be taken to raise grades or to remove failures in courses.

Exact times and places of proficiency examinations are announced by the departments concerned. Students who wish to take proficiency examinations should make arrangements at the departmental offices well in advance of the examinations.

D. Guidance and Counseling.

The University has made extensive provisions to help students through the problems to be faced in college. The Deans of Colleges and members of the faculty advise on classroom work and academic programs. The Deans of Admissions and Records are in charge of student records, awarding and administering undergraduate monetary scholarships, administering selective service regulations, and many other matters. The Dean of Students, the Dean of Men, the Dean of Women, and their assistants are helpful in matters of personal adjustment to campus life, suitable housing, part-time employment, monetary matters,

activities, fraternity and sorority life, and the interpretation of University rules. The Student Counseling Service is able to help in many ways. Through its testing services, the student can obtain information on his abilities, interests and personality which will assist him in selecting a suitable course of study and in choosing a vocation. The trained counselors and psychologists on the staff stand ready to help also with personal and psychological problems which could interfere with a successful university career. The Health Service of the University provides medical services for diagnosis and treatment when students are ill. A staff of full-time physicians is supplemented by visiting medical consultants, dental consultants, and psychiatric consultants.

There is no reason for students to feel "lost" on the campus, even though it is very big. The counselling and guidance services described above are there to help at any time.

III. Special Educational Opportunities for High School Students

The high schools of Illinois, as is true throughout the United States, are placing increased emphasis on advanced work for high school students who are capable and well prepared. This movement is encouraging to university faculties because it means that many good students come better prepared now than were similar students even ten years ago. Advanced work in the high school may enable the students to take advantage of one or more of four opportunities: The National Advanced Placement Program; proficiency examinations at the University of Illinois; attendance in the University's regular college courses; and early admission in music.

A. The Advanced Placement Program

The Advanced Placement Program, administered by the College Entrance Examination Board, is designed for able high school students who are about to enter college and wish to demonstrate their readiness for courses more advanced than those most frequently studied in the freshman year. Advanced classes are offered in many high schools in one or more of the following subjects: Latin, French, German, Spanish, English literature and English composition, American history, European history, biology, chemistry, mathematics, and physics. There is a national examination in each subject, administered by the Educational Testing Service. Each examination is designed to measure the competence of the student in terms of the point at which he should begin his college study in that subject.

The examinations are prepared by joint national committees of high school and college teachers. They are graded by other national committees on the following basis: 5, high honors; 4, honors; 3, creditable; 2, pass; and 1, fail.

The University of Illinois honors the advanced preparation defined, examined and certified by the College Entrance Examination Board's Advanced Placement Program as follows:

1. In the subjects listed below a grade of 5 or 4 assures the candidate of college credit equal to that given for equivalent course work at Illinois. In addition, appropriate advanced placement is granted.

Languages	Sciences	Humanities
French	Biology	American History
German	Chemistry	European History
Latin	Mathematics	English Literature and Composition
Spanish	Physics	

2. A paper with a grade of 3 or 2 will be reviewed by the department concerned, which will determine the amount of credit and advanced placement to be granted.

B. Proficiency Examinations

The general features of proficiency examinations have been described in a previous section. With specific reference to high school students and entering freshmen, students who have not obtained credit by way of the national placement program, but still are well prepared are encouraged to take proficiency examinations especially in freshmen-sophomore required courses.

Although the general purpose of honors programs is not acceleration, it is felt that the proficiency examinations contribute to honors programs by permitting qualified students to enter more advanced work than they would normally be permitted to take; thus their education is strengthened. In many cases it may permit students to take work that would otherwise be missed.

C. Attendance in University Courses by High School Seniors

The University of Illinois permits qualified high school seniors to attend University classes both on the Urbana campus and at the Chicago Undergraduate Division

under certain specified conditions. The student must be recommended by his high school. The University's Office of Admissions, the Dean of the college concerned, and the department offering the course must concur in the high school's recommendation. The grade will be recorded in the University's records by the Office of Admissions. The course may not be applied toward high school graduation or toward admission requirements for college.

This arrangement offers important possibilities for well qualified high school students. In the first place the student may complete some of his university requirements early, thus enabling him to start work in his major subjects sooner than the usual freshman can do. In the second place, he may be able to take work in the fields for which the ordinary curriculum does not allow time. Thus his undergraduate education can be broad and challenging.

High school seniors normally should not attempt to carry more than one full college course per semester during the regular school year. In the summer session, if not engaged in other activities, they may be able to carry two courses of non-laboratory work, but only one course should be attempted if it involves laboratory work.

Standard fees are charged. At present (1960) if five semester hours or less is carried, the tuition is $6.00 per credit hour. There is also an additional fee of $5.00 for laboratory, library, and supplies, but no insurance or student service fees.

D. The Early Admission Program in Music

The College of Fine and Applied Arts has established within the School of Music an early admission program accommodated to and restricted to students of outstanding talents. Work at the University level begins in the regular University summer session, following the end of a student's junior year in high school; it is regarded as becoming continuous in the summer after his senior year in high school. This program is not considered primarily in terms of acceleration; the student is encouraged to finish the whole four years of high school in the interest of a broad education in the humanities. If offers several advantages: systematic and professional instruction to talented students from communities which do not offer professional teaching in music; a program of teaching and guidance

which helps determine prior to actual matriculation in college whether or not the student is suited to enter music as a profession.

IV. Scholarships and Other Financial Aids

Able students in all fields taught at the University are generally able to obtain financial support if it is needed. There are sources of funds administered by the University itself, by the State of Illinois, by the United States Government, and by numerous foundations both local and national. Many of these awards are based on competitive examinations, but also require demonstration of financial need. Most of them have deadlines for application.

From the many various sources mentioned above, money is allocated in different ways. There are scholarships, loans, and part-time employment on the campus. Certain groups of students are eligible for grants-in-aid in the activities of baseball, basketball, debate, dramatics, football, music, publications, student leadership, track and cross-country, and other sports. The Departments of Military Science, Naval Science, and Air Force Science sponsor programs in which student cadets receive financial support to enable them to complete their studies. Most of the national scholarships which are open to undergraduates are tenable at any university of the student's choice.

Information on the various kinds and sources of financial support can be obtainted from high school principals and counselors. So far as the University of Illinois is concerned, there are many details in the undergraduate bulletin. Complete information and application forms can be obtained by direct inquiry from:

The Director of the Undergraduate Scholarship Program
University of Illinois
105 Administration Building (East)
Urbana, Illinois

V. The Public Recognition of Excellence in Scholarship

From its very beginning in 1868 the University of Illinois has had various ways of giving public recognition for excellence in scholarship. These include University honors; Honors Day recognition; various awards and prizes; and election to various honorary societies. All students may qualify for honors recognition.

A. Graduation with Honors

Candidates for degrees who have met the conditions established in their college are recommended for graduation with honors. These distinctions are noted on the student's baccalaureate diploma and in the commencement program. The winners receive consideration in departmental recommendation for graduate scholarships and for professional positions. Information on requirements for graduation with honors is given in the sections of the Undergraduate Study Bulletin applying to the individual colleges.

B. Honors Day Recognition

Honors Day is observed annually in a convocation of students and members of the faculty, with an address by a distinguished speaker. The names of students awarded Class Honors, College Honors and University Honors in recognition of outstanding scholarship are listed in the printed program, together with names of students otherwise honored. Students receiving University Honors are entitled to have their names inscribed on the Bronze Tablet. Information on eligibility for these honors and for the University Scholarship Key is given in the Undergraduate Study Bulletin.

C. Awards and Prizes

Various kinds of competitive prizes, scholarships, fellowships, and other awards are sponsored by different colleges and departments---for example, agriculture, air force science, commerce and business administration, education, engineering, fine and applied arts, journalism and communications, law, liberal arts and sciences, medicine, military science, naval science, and physical education. For some of these awards the student is nominated by the faculty; for others, the student himself must apply. Details on all such awards are listed in the Undergraduate Study Bulletin.

D. Honorary Societies

Outstanding students at the University of Illinois are elected each year to honor societies. Election to membership in many of these is based on scholastic excellence. In others, election is based on outstanding performance in student activities, usually with a requirement of above-average scholastic achievement as well. Each college has its own scholastic and activity honoraries; there are also several all-University scholastic honoraries.

Because the honor societies have high standards, election to them carries a great deal of prestige. The goal of doing scholastic work of a quality which will merit recognition by an honor society is a worthwhile one.

VI. The Relationship of Undergraduate Honors Programs to Graduate and Professional Study

Every university hopes that undergraduate students will go on to do graduate or professional study. Experience has shown that students who have participated successfully in honors programs in any field have a good education which not only prepares them for graduate and professional study, but also gives them an advantage in the competition for various kinds of awards for graduate study. Therefore, students are well advised to plan their programs not only for the undergraduate years, but also with appropriate graduate or professional study in mind.

A. Advanced Placement at the University of Illinois

For many years the Graduate College of the University of Illinois has recognized that in many cases able and industrious undergraduate students are ready in the senior year for some graduate courses. In all departments courses open to advanced undergraduates and graduate students exist. By individual arrangement with the Graduate College such courses may be taken for graduate credit provided that the undergraduate who does so does not apply this credit also to an undergraduate degree. Eligibility for such courses is based on having completed all the necessary prerequisites.

It is now apparent that some students coming in as freshmen with advanced placement credit will be able to qualify for some graduate courses before they are seniors. The result of this situation may be that a student will be able to enter the university as an advanced freshman and complete the master's degree in a total of four years, especially if he attends one or more summer sessions. The Dean of the Graduate College will grant such special privileges on an individual basis.

As is well known, the most productive creative period in the lives of many people is in their twenties. This has been true especially in fields like music, mathematics, and languages. Hence, there are real advantages to completing

graduate work at an early age both from the standpoint of creativity and professional progress.

B. Fellowships, Scholarships, and Assistantships

At all universities which emphasize graduate studies, Illinois among them, there are numerous arrangements so that able graduate students can be awarded monetary fellowships, scholarships, and assistantships. Some of these are financed by the State of Illinois, others by the Federal Government, others by industry, and still others by private foundations. Generally speaking these are awarded for academic merit. The most successful candidates are those whose undergraduate careers combine an outstanding academic record with good reputation for industry and reliability. Students who have participated successfully in honors programs are potentially good graduate students, and they have done well in the competition for graduate awards.

Applications must usually be filed early in the senior undergraduate year, because many of the awards have an early deadline. For instance, applications for Fulbright awards for study abroad must be filed in early October for consideration by local, state and national committees. Information on graduate study and monetary support for graduate students may be obtained from:

The Dean of the Graduate College
University of Illinois
209 Administration (East)
Urbana, Illinois

In the case of professional schools such as law and medicine, there are also various kinds of financial aids. Only superior undergraduate students can expect to compete successfully for these. Inquiries on both admission and monetary awards should be addressed to the Dean of the professional college concerned.

VII. Where to Address Inquiries

Inquiries concerning admission, courses of study, honors programs, and monetary awards should be addressed as follows:

For questions on admission and records (Urbana campus):

The Dean of Admissions and Records
University of Illinois
109 Administration Building (East)
Urbana, Illinois

For questions on monetary undergraduate awards (Urbana campus):

The Director of the Undergraduate Scholarship Program
University of Illinois
105 Administration Building (East)
Urbana, Illinois

For questions on programs for superior students (Urbana campus):

The University Director of Honors Programs
1205 West Oregon Street
University of Illinois
Urbana, Illinois

For questions on admissions, monetary awards and programs for superior students (Chicago Undergraduate Division):

The Associate Dean of Admissions and Records
Chicago Undergraduate Division
University of Illinois
Navy Pier
Chicago 11, Illinois

For questions on admissions and curricula (Chicago Professional Colleges):

The Associate Dean of Admissions and Records
Chicago Professional Colleges
University of Illinois
1853 West Polk Street
Chicago 12, Illinois

For questions on programs for superior students (Chicago Professional Colleges):

Dr. A. J. Perkins
University of Illinois
College of Pharmacy
833 South Wood Street
Chicago 12, Illinois

For questions on graduate study:

The Dean of the Graduate College
University of Illinois
207 Administration Building (East)
Urbana, Illinois

VIII. List of Selected References

General Information of the University of Illinois.

Bulletin of Undergraduate Study. (There are separate bulletins for the Urbana campus and the Chicago Undergraduate Division obtainable from the respective Offices of Admissions.)

Bulletin of Graduate Study. (This is obtainable from the Graduate College.)

Most of the separate divisions of the University of Illinois have their own special bulletins, obtainable from the Dean or Director.

The National Advanced Placement Program for High School Students.

College Entrance Examination Board. (Box 592, Princeton, New Jersey.)

1. Advanced Placement Examinations, Bulletin of Information.
2. Advanced Placement Program Syllabus.

A Selected List of National Fellowship Opportunities and Aids to Advanced Training: Undergraduate Fellowship and Loan Sources

NATIONAL DEFENSE STUDENT LOAN PROGRAM. Write to Division of Higher Education, Office of Education, U. S. Department of Health, Education and Welfare, Washington 25, D. C.

NATIONAL MERIT SCHOLARSHIPS. This program is national in scope. Consult your high school principal or write to National Merit Scholarship Corporation, 1580 Sherman Avenue, Evanston, Illinois for free booklet, "Financing Scholarship Aid."

WESTINGHOUSE SCIENCE SCHOLARSHIPS. For information write to Westinghouse Electric Corporation, Educational Department, Pittsburgh 21, Pennsylvania.

GENERAL MOTORS SCHOLARSHIPS. Write to General Motors National Scholarship Plan, Educational Testing Service, P. O. Box 461, Princeton, New Jersey.

JESSIE SMITH NOYES FOUNDATION, INC. Offers assistance to students for sophomore, junior or senior years in college in all fields. Write to Jessie Smith Noyes Foundation, Inc., Scholarship Division, 16 East 34th Street, New York 16, New York.

Additional Graduate Fellowship and Loan Sources

ATOMIC ENERGY COMMISSION SPECIAL FELLOWSHIPS. The Oak Ridge Institute of Nuclear Studies through its University Relations Division operates several predoctoral programs including fellowships in health physics and in nuclear science and engineering. A baccalaureate degree is required. Write to the above division, Oak Ridge Institute of Nuclear Studies, Oak Ridge, Tennessee.

ROTARY FOUNDATION FELLOWSHIPS FOR ADVANCED STUDY. For study abroad in all fields. Write to Rotary International, 1600 Ridge Avenue, Evanston, Illinois.

THE DANFORTH GRADUATE FELLOWSHIPS. For young men wishing to teach at the college level. Offered in all major fields. Apply to Director, The Danforth Foundation, 835 South Eighth Street, St. Louis, Missouri.

THE SOUTHERN FELLOWSHIPS FUND. Available to persons now teaching or to those who wish to teach in Southern Colleges. For teacher training and advanced study and research. Write to The Southern Fellowships Fund, P. O. Box 427, Chapel Hill, North Carolina.

INSTITUTE OF INTERNATIONAL EDUCATION. Offers fellowships in all fields of study to be pursued abroad including Fulbright Graduate Program. Apply One East 67th Street, New York 21, New York.

WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION. First year graduate fellowships in natural and social sciences and the humanities. Write to National Director, Woodrow Wilson National Fellowship Foundation, Box 642, Princeton, New Jersey.

NATIONAL SCIENCE FOUNDATION. Regular Graduate Fellowships are in science, mathematics, or engineering. For information regarding the above programs apply to the Division of Scientific Personnel and Education, National Science Foundation, Washington 25, D. C.

NATIONAL INSTITUTES OF HEALTH PREDOCTORAL RESEARCH FELLOWSHIPS. Offered in the basic sciences including psychology and sociology as related to health and disease. Write to Dr. Stephen P. H. Hatchett, Chief, Research Fellowships Review Branch, National Institutes of Health, Bethesda, Maryland.

ORGANIZATION OF AMERICAN STATES. For advanced training and research. Open to citizens of member states for study abroad. Fields individually limited by member countries. U. S. is a member country. Apply General Secretary, OAS Fellowship Program, Pan American Union, Washington, D. C.

NATIONAL DEFENSE GRADUATE FELLOWSHIPS. For the preparation of prospective college and university teachers. Write to Division of Higher Education, Office of Education, U. S. Department of Health, Education and Welfare, Washington 25, D. C.

NATIONAL DEFENSE STUDENT LOAN PROGRAM. Write to Division of Higher Education, Office of Education, U. S. Department of Health, Education and Welfare, Washington 25, D. C.

Publications Listing Scholarships And Fellowships

"Financial Aid for College Students-Undergraduate" - $1.00. "Financial Aid for College Students-Graduate" - $ .50. Write to Superintendent of Documents, Washington 25, D. C.

"Scholarships, Fellowships and Loans," by S. Norman Feingold, published by Bellman Publishing Company, Cambridge 38, Massachusetts. Three volumes - probably available at public library.

"Need a Lift?" Write to The American Legion, P. O. Box 1055, Indianapolis 6, Indiana.

"Barron's Educational Series" by Brownstein, Weiner and Kaplan, Great Neck, New York as follows: "You Can Win A Scholarship" - $2.98. "College Entrance Examinations" - $1.98. "College Bound" - $1.98.

"Directory of Fellowships in the Arts and Sciences." Write to Publications Division, American Council on Education, 1785 Massachusetts Avenue, N. W., Washington, D. C. Price $3.75.

"Study Abroad" UNESCO, Columbia University Press, New York City, New York. $2.50.

"Directory of Fellowship Sources-1957." Write to Harvard University Printing Office, Committee on Research and Development, Cambridge 38, Massachusetts.

"Lovejoy-Jones College Scholarship Guide," published by Simon and Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York 20, New York. $1.95.

"Handbook on International Study," One East 67th Street, New York 21, New York. $3.00.

IX. The Faculty Honors Council of the University of Illinois

Urbana Campus

P. D. Beamer, D.V.M., Ph.D.
Professor of Veterinary Pathology and Hygiene and Veterinary Research
33 Veterinary Medicine Building
Empire 7-6611, Ext. 2967

K. B. Henderson, Ph.D.
Professor of Education
301 Gregory Hall
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A. W. Hubbard, Ph.D.
Associate Professor of Physical Education for Men
300 Huff Gym
Empire 7-6611, Ext. 2483

R. E. Johnson, M.D., D. Phil.
Professor of Physiology; Head of Department; University Director of Honors Programs
1205 West Oregon Street - 2nd Fl. & 524 Burrill Hall
Empire 7-6611, Ext. 3989 Ext. 3168

C. A. Knudson, Ph.D.
Professor of French; Head of Department
230 Lincoln Hall
Empire 7-6611, Ext. 143

S. Konzo, M.S.
Professor of Mechanical Engineering
126 Mechanical Engineering
Empire 7-6611, Ext. 2830

R. K. Mautz, Ph.D., C.P.A.
Professor of Accountacy
218 David Kinley Hall
Empire 7-6611, Ext. 551

W. W. McMahon, Ph.D.
Assistant Professor of Economics
213 David Kinley Hall
Empire 7-6611, Ext. 674

R. T. Milner, Ph.D.
Professor of Food Technology; Head of Department
212 Mumford Hall
Empire 7-6611, Ext. 2981

J. C. Nunnally, Ph.D.
Associate Professor of Psychology; Associate Dean, College of Liberal Arts and Sciences, Associate University Director of Honors Programs
421 Gregory Hall & 205e Lincoln Hall
Empire 7-6611, Ext. 3235 Ext. 2377

A. I. Ormsbee, Ph.D.
Professor of Aeronautical Engineering
111 Transportation Building
Empire 7-6611, Ext. 3416

E. C. Rae, Ph.D.
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402 Architecture Building
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313 Lincoln Hall
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102 Horticulture Field Building
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P. E. Yankwich, Ph.D.
Professor of Physical Chemistry
178 Noyes Laboratory
Empire 7-6611, Ext. 2762

Chicago Undergraduate Division

H. W. Bailey, Ph.D.
Associate Dean, College of Liberal Arts and Sciences; Professor of Mathematics
Navy Pier, Room 25, Chicago 11
Whitehall 4-3800, Ext. 219

K. W. Eells, Ph.D.
Associate Professor of Psychology; Assistant Director of Student Counseling Service
Navy Pier, Room 300e, Chicago 11
Whitehall 4-3800, Ext. 111

O. L. Railsbach, Ph.D.
Professor of Physics
Navy Pier, Room 126, Chicago 11
Whitehall 4-3800, Ext. 252

Chicago Professional Colleges

A. J. Perkins, Ph. D.
Associate Professor of Chemistry, College of Pharmacy
833 S. Wood Street, Chicago 12
Monroe 6-3900, Ext. 713